

## **SPRING TERM OVERVIEW CYCLE B YEAR 5/6 – PSHE**

	Spring Term Book(s) – Goodnigh	t Mister Tom
Topic – Safety &	Conflict Resolution.	Guide Time = 5 lessons- 3/2 per half term (+ assessment / consolidation - 6 weeks)
Assessment:	Teacher assessment:         In-depth discussion with children.         Re-capping and reflecting on VIPs from previous lesson at the start of a new session.         Scrutiny of work produced in curriculum books.         Key assessment questions to check knowledge gained.         Year 5         Assessment for learning-         I can recall routines which promote staying healthy         I can identify ways of keeping myself safe on the roads and in the environment         I can explain what is meant by unacceptable/ unhealthy behaviour         I can suggest resolutions to conflicts         I can show respect for others opinions and points of view         Year 6         Assessment for learning-         I can show respect for others opinions and points of view         Year 6         Assessment for learning-         I can demonstrate routines to promote staying healthy         I can explain ways of keeping myself and others safe on the roads and in the environment         I can demonstrate routines to promote staying healthy         I can explain ways of keeping myself and others safe on the roads and in the environment         I can discuss and give examples of unacceptable/unhealthy behaviour         I can suggest resolutions to conflicts and explain my decisions to others         I can suggest resolutions to conflicts and explain my decisions to others	<ul> <li>Very Important Points (VIPs):</li> <li>Bacteria &amp; viruses can be easily spread but also easily prevented/minimized from spreading.</li> <li>Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</li> <li>Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.</li> <li>Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</li> <li>To know how and when to seek support, including which adults to speak to in and outside school, if you are worried about your health.</li> <li>Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.</li> </ul>
Links to prior learning (sequencing) and canon book	<ul> <li>Prior learning: Children will need to:</li> <li>It will be helpful if the children are already aware of some of the changes that the human body goes through during puberty.</li> <li>It will be helpful, but not essential, if children are familiar with the terms 'body image' and 'stereotype'.</li> </ul>	<ul> <li>trust, truthfulness, loyalty, kindness, sharing interests and experiences.</li> <li>The same principles apply to online friendships as to face-to-face relationships.</li> </ul>



<ul> <li>It will be helpful if children have a basic understanding of the main ways in which we can take care of our physical and our mental health, such as eating a healthy diet, getting enough physical activity and rest, having a positive attitude and knowing which substances can be harmful.</li> <li>It will be helpful if children have an understanding of the range of different feelings people experience.</li> <li>It will be helpful if children have an understanding of disagreements and resolutions.</li> <li>Canon book (Goodnight Mister Tom):         <ul> <li>Links to people's responsibilities as a citizen to play an active role in community and other people's lives. Links to pendity relationships- supporting each other, working together to persevere in a difficult situation.</li> </ul> </li> <li>Strong links to key values such as: courage, compassion, responsibility serice, trust, perseverance, friendship, justice, creativity, humility, hope &amp; peace.</li> <li>Science/ PE- links to staying safe and healthy.</li> <li>RE- having the courage to help others. On of the most repeated commands of God in the Bible is 'don't be afraid'.</li> <li>Computing- Internet safety – specifically around social media platforms.</li> <li>English – reading/ writing and speaking and listening opportunities to present learning.</li> <li>Art - Exhibition celebrating healthy relationships and what they brin to the world. Representing ideas e.g. conflict resolution posters</li> <li>Drama – Freeze frames through to writing and corating scripts - Exploring role play of conflict resolution (consider cohort carefully for this).</li> <li>Music – Exploring the 'sounds' they would associate with healthy happy relationships and sad unhealthy relationships - composing music to explore these feelings</li> </ul>	<ul> <li>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to your own.</li> <li>Fat Questions: <ul> <li>What are healthy habits?</li> <li>How can we take care of our bodies?</li> <li>How can we think and feel positively about ourselves?</li> <li>What choices do we have about keeping our bodies and minds healthy?</li> <li>What are the consequences of behaving unkindly to the people around us?</li> </ul> </li> </ul>
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	Are we more judgemental as a society compared with fifty years ago? <u>Culture</u> : Is there such a thing as being too active & healthy? <u>The World Beyond Us:</u> How do you think lifestyles will change in the future? <u>The World Around Us:</u> How do conflicts impact on our daily lives? How have the perception a positive body image changed overtime?		uidelines to prepare a safe and positive climate for you are preparing to teach PSHE and Citizenship: If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
	<u>Healthy Bodies, Healthy Minds:</u> What is a healthy lifestyle? How does a healthy lifestyle make you feel? How can we stay safe?	Rules:	Remind children of the class agreement or ground rules for discussion.
	<u>Technology in Action:</u> How has technology impacted on body image? Can technology be used to develop and maintain healthy lifestyles?	Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Links to future	Explain your thinking. PSHCE Links later in the year - To learn about: the media's reflection of reality; impact of social media; habits; immediate and future damage of	Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
learning	drugs; physical and emotional changes through puberty; human reproduction; appropriate physical contact; money and enterprise.	Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
	<ul> <li>KS3 PSHCE-</li> <li>Risks- understanding and managing risk/ e-safety</li> <li>Healthy lifestyles- health risks</li> </ul>	Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
	<ul><li>Personal identitiy- roles and responsibilities</li><li>Relationships</li></ul>	Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.
Character/Wider Development ('50 things', cultural capital, skills)	<ul> <li>Children will develop their speaking and listening skills as well as general relationship, friendship and conflict resolution skills needed for later life.</li> <li>A focus upon healthy body image is vital for children to understand at their age in an ever-changing social media driven world.</li> <li>Chartwells to run balanced diet workshop.</li> <li>Visits to local food producers/farms.</li> <li>PCSO involvement/visit in terms of conflict resolution and staying safe.</li> </ul>		



## **OVERVIEW OF TEACHING SEQUENCE**

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions / considerations	Activities and Resources
SPRING 1 LESSON 1 VIP/s: Bacteria & viruses can be easily spread but also easily prevented/minimi zed from spreading.	To understand how to take care of my body. <b>Fat Q:</b> What are healthy habits? How can we take care of our bodies?	H12 - To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	health, wellbeing, care, habits, diet, exercise, physical, mental, teeth, oral, dental, body, sun exposure, illness, bacteria, virus, germs, infection, hygiene, medicines, allergies, responsibility.	GD – children compose a written reply to at least one of the 'Problem Posts'. SEND - mixed ability pairs to read the 'Problem Posts' and 'Self-Care Bingo' game. LSA support here if available.	Be aware of any children in the class who currently have issues with self- care and cleanliness. Ensure no names are mentioned during the lesson and that all children are aware that the messages from the lesson are for everyone.	Ask the children to work in pairs to discuss all the things we do to take care of our bodies. They could simply talk through their ideas or record them on a whiteboard or scrap paper. Use the Lesson Presentation to see if the children thought of all the ideas on the following slide. Discuss the fact that our precious bodies need care, tailored to our own individual needs, in order to protect them and keep them healthy, both inside and out and both physically and mentally. Explain to the children that we have a responsibility to look after the body we have. Work through the sections on the slide about all the different ways we can maintain a healthy body. Hand out the Healthy Kids Problem Posts - one set to each pair of children – and ask them to read through each of the posts that have been sent through to a (fictional) website called 'Healthy Kids'. Ask the children to discuss the best advice they could give in response to each of the queries about taking care of our bodies. Recap the actions we can take to look after the needs of our changing bodies by playing a game of Bingo. Hand out a <b>Self-Care Bingo Game</b> card to each pair. Read out each scenario from the <b>Lesson Presentation</b> as it appears. If the children have an appropriate solution on their card, they cover it with a counter. When children get three in a row,



SPRING 1 LESSON 2 VIPs: Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.	To understand what a positive body image is. <b>Fat Q:</b> How can we think and feel positively about ourselves? What messages do we get from	H13/14 - To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.	body image, beauty, self- confidence, looks, media, appearance, stereotype, advertising, pressure, perfect	GD - Ask the children to consider why advertising companies use people who look a certain way. How do the companies think it will help them sell their product? SEND –	Consider the children in your class and whether any of the content in this lesson might be particularly sensitive for any individuals. This might include any children with a physical disability, a physical illness, children questioning their gender identity	<ul> <li>they can shout 'Bingo!' Revisit the Big Questions and revise the children's responses to gauge their learning.</li> <li>End with an optional activity to fit between the Exploring and Reflecting activities if there is time available. In this activity, children are encouraged to think about their own personal self-care and devise a checklist of things they need to be doing to take care of their body's needs. They can record their ideas on the Self-Care Checklist.</li> <li>Share the FAT/Big Questions with the class and ask children to discuss them with a partner. Next, ask the children to think of three things they like about themselves and tell their partner.</li> <li>Children will then learn about the way the media, including social media, the music industry and advertising, perpetuate certain stereotypes and promote particular ideas of 'the perfect body'. Using the Lesson Presentation, talk children through the way the media use techniques to perfect the images and talk about what stereotypical images of 'beauty' and 'perfection' looks like.</li> </ul>
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	Fat Q:					Children will then learn about the way the media
VIF 5.	How can we					
Pressure to			•		5	
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unhealthy or risky	ourselves?	including people		think it will help	physical disability, a	perfect the images and talk about what stereotypical
way can come		they know and		them sell their		images of 'beauty' and
from a variety of		the media.		product?		'perfection' looks like.
sources.						
	we get from	To recognise			gender identity,	Arrange for the children to work in small groups and hand
Having	the media	when they need		Ensure that all	those with a	out a set of Body Images Pack 1 to each group. Ask the
techniques for	about our	help and to		children are	specific condition	children to discuss in their groups how each of these
resisting pressure	bodies?	develop the skills to ask for		able to contribute to	and those who are	images might impact on people and how they might
to do something dangerous,		help; to use		the group	overweight.	influence the way people think and feel about themselves. Do these images fuel stereotypes or put pressure on
unhealthy or		basic		discussions		people to try to look 'perfect'? Next, provide each group
which makes you		techniques for		and give		with a set of Body Images Pack 2 and ask them to consider
uncomfortable is		resisting		further		these images compared with the first set. Do they seem
essential.		pressure to do		explanations		more realistic and less stereotypical? Can they use positive
		something		of		adjectives to describe the people in these images that are
		dangerous,		how		not necessarily linked to their physical appearance?
		unhealthy, that		techniques are		Provide suggestions, if necessary, such as strong, brave,
		makes them		used to alter		happy, confident, powerful, friendly, etc. Go through the
		uncomfortable		images, if		slides to explore how taking care of our bodies can help us
		or anxious or		needed.		to feel good.



		that they think is wrong.				Using the information in the Lesson Presentation, discuss
		wrong.				the role of gender as part of our identity. Explain to the
						children that for some people, their gender does not align
						with the biological sex they were assigned at birth. Lead into a discussion about what it is that really makes us who
						we are, regardless of our gender or our physical
						appearance. Look through all the adjectives on the slide
						and ask children to consider which, if any, they feel apply to
						them. Ask children to write one positive word or phrase
						about themselves on a sticky note.
						Recap with the children what is important and unimportant
						when it comes to the way we think and feel about
						ourselves. Share the statements in the Lesson
						Presentation and ask the class to discuss which things they believe are important. Drag and drop the statements to the
						correct side of the slide and allow time for discussion, if
						required. Come back to the Big Questions and see if
						children are able to discuss in more depth the way the
	<b>T</b>	To the state	L Idi			images in the media affect our body image.
SPRING 1 LESSON 3	To make informed	To develop strategies for	health, wellbeing,	GD - Children could create a	Eating less means being healthy.	Introduce session and ask the children to discuss FAT Questions in their groups. Discuss as a class the fact that
LEGGONIG	choices in	keeping	physical,	list of healthy	being nearry.	every day, we are faced with choices that have
VIP/s:	order to look	physically and	mental, drugs,	and unhealthy	Eating only fruit and	consequences linked to our health. Hand out a set of
	after my	emotionally	positive,	choices,	vegetables will	Choice Discussion Cards to each group and ask the
Pressure to	physical and mental health.	safe.	decision,	having played	keep you healthy.	children to work through these together, valuing the
behave in an unacceptable,	mental nealth.	To recognise	choice, influence,	the game using the	Being 'slim' means	contributions of everyone.
unhealthy or risky	Fat Q:	when they need	balanced	Balanced	that you are	Work through the Lesson Presentation to look at how we
way can come		help and to	lifestyle,	Lifestyle	healthy.	can choose to treat our bodies well. Discuss the healthy
from a variety of	What choices	develop the	emotional,	Cards.		and the not-so-healthy things we put into our bodies.
sources.	do we have about keeping	skills to ask for	body image,	SEND - Try to		Discuss what is meant by the phrase 'balanced lifestyle'.
To know how and	our bodies and	help; to use basic	pressure, media,	put children in		Look briefly at the core themes of diet, drugs, keeping
when to seek	minds	techniques for	rest, consent,	mixed ability		clean, mental health, exercise and rest. Discuss the
support, including	healthy?	resisting	diet, exercise,	pairs and		importance of physical activity and identify risks associated
which adults to		pressure to do	cleanliness	support any		with an inactive lifestyle.
speak to in and		something		children who		



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	The same	us?	truthfulness,		Calming		outcomes that groups have come up with.
	principles apply to		loyalty,		Prompts		
			kindness,		Activity Sheet		



an to food to food		aonoroo!+		to rominal these		Look together at the variaty of coloring techniques
as to face-to-face	How can we	generosity,		to remind them of the different		Look together at the variety of calming techniques
relationships.	calm down	sharing interests				available. While doing this, include any other techniques
	when we are	and		calming down		that children in the class have developed themselves.
Understand that	feeling angry	experiences,		techniques		Children can then choose one technique to show on their
personal	or upset with	support with		when creating		Calming Techniques Poster Activity. These posters can
behaviour can	other people?	problems and		their own		then be displayed around the classroom for the children to
affect other		difficulties); that		poster of a		reflect on when necessary. Once completed, children can
people.		the same		calming		work in pairs to discuss and act out a scenario where they
		principles apply		technique.		could apply the technique they have made a poster for.
Recognise and		to online				
model respectful		friendships as to				Using the Lesson Presentation, explore the popular
behaviour online		face-to-face				techniques people use to calm down and gain control of
and offline.		relationships.				their emotions. Read through the checklist of ten things that
		-				time can allow you to consider when feeling angry. As a
						class, readdress the Big Questions and discuss the title of
						the lesson and how using calming techniques can enable
						this to happen.
SPRING (2)	To understand	To develop	disagree,	GD - Children	That the opinions of	Look together at the FAT/Big Questions and ask children
LESSON 5	that people	strategies to	argue, conflict,	can discuss in	people that are	for their initial thoughts in response to these. Move on to
	have different	resolve disputes	resolution, fall	pairs or	older than them are	look at how disagreeing can be the biggest challenge in
VIP/s:	opinions that	and conflict	out, friends,	groups, things	correct and have to	friendships, therefore we need to have constructive ways to
	should be	through	agree,	that cause	be accepted.	deal with disagreements without feeling like we simply have
Friendships have	respected.	negotiation and	honesty,	disagreements	I	to constantly agree to avoid a falling out.
ups and downs.		appropriate	respect, polite	at home, with		
	Fat Q:	compromise and		parents, carers		Look together at the difference between expressing an
Develop		to give rich and		or siblings and		opinion and being passive aggressive or using the opinion
strategies to	Do people who	constructive		how the		to be rude or disrespectful to someone by using the
resolve disputes	care about	feedback and		examples		Opinions Scenario Cards. Look together at the difference
and reconcile	each other	support to		looked at in		that could have been made in each scenario by being
differences	always have to	benefit others as		the lesson can		respectful to their opinion and expressing another opinion
positively and	agree?	well as		be applied with		politely by looking at alternatives on the Lesson
safely.	~g.00.	themselves.		family		Presentation. Discuss how being polite and respectful
	How can we			members, as		means simply expressing an opinion rather than attempting
Listen and	resolve	To resolve		well as with		to convince or alter someone else's opinion.
respond	disagreements	differences by		friends.		
respectfully to a	without falling	looking at				Look together at the Lesson Presentation to see the
wide range of	out?	alternatives,		SEND -		various reasons for disagreements happening. Children
people, including		seeing and		Children can		then work in groups to discuss whether each of the reasons
those whose		respecting		use the		for the disagreement would mean that a friendship would
11030 W1030	1	respecting	l			Tor the disagreement would mean that a menuship would



traditions, beliefs	others' points of	Resolution	need to end. Together, discuss the different ways in which
and lifestyles are	view, making	Techniques	the disagreements could be avoided as well as ways to
different to your	decisions and	Activity Sheet	handle them when they have happened. Using the
own.	explaining	to support	Opinions Scenario Cards, children work in groups to decide
	choices.	them when	how they would avoid or handle each disagreement,
		choosing	recording their ideas on the Disagreements Activity Sheet.
		which	
		technique to	Using the Lesson Presentation, ask children to individually
		use for each	jot down their responses to the questions on the slide.
		disagreement.	Remind them to think about everything that has been
		, , , , , , , , , , , , , , , , , , ,	discussed in the lesson. If time allows, ask children to
			share their responses and the reasons behind their
			answers.

Context (big picture learning)

PSHE is a vital subject that enables all children to gain essential knowledge and explore real life concepts; in order to understand the world around us and develop key life skills. This unit not only builds, secures and embeds prior learning that has taken place throughout their primary life but allows them to explore in more depth these key personal, social, emotional and health concepts. During this unit of PSHE lessons, learning will focus upon key health and safety knowledge needed in school and their wider community; as well as understanding healthy relationships including anti-bullying.

LINKS TO RESOURCES: > Trust Shared > Primaries > Departments > KS2 > Year 5/6 Planning > Cycle B > Spring – Goodnight Mister Tom > PSHE

# PSHE Knowledge Organiser

### <u>VIPs</u>

- Bacteria & viruses can be easily spread but also easily prevented/minimized from spreading.
- Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.
- Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- To know how and when to seek support, including which adults to speak to in and outside school, if you are worried about your health.
- Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.
- A positive healthy friendship is underpinned by mutual respect, trust, truthfulness, loyalty, kindness, sharing interests and experiences.
- The same principles apply to online friendships as to face-to-face relationships.
- Understand that personal behaviour can affect other people.
- Recognise and model respectful behaviour online and offline.
- Friendships have ups and downs.
- Develop strategies to resolve disputes and reconcile differences positively and safely.
- Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to your own.



#### Curriculum Intent

To understand how to stay safe in different situations and maintain a healthy lifestyle & positive relationship with others; in order to develop essential life skills.

### Fat Questions

What are healthy habits?

How can we take care of our bodies?

How can we think and feel positively about ourselves?

What messages do we get from the media about our bodies?

What choices do we have about keeping our bodies and minds healthy?

What influences our choices about our bodies and our physical and mental health?

How can we decide if these are positive or negative influences?

What are the consequences of behaving unkindly to people around us?

How can we calm down when we are feeling angry or upset with other people?

Do people who care about each other always have to agree?

How can we resolve disagreements without falling out?



#### Key Vocabulary

Healthy: is a positive description of a persons physical and/or mental state.

Illness: a disease or period of sickness affecting the body or mind.

Bacteria: are small organisms, or living things, that can be found in all natural environments. They are made of a single cell. Most bacteria can be seen only with a microscope.

Hygiene: a collection of habits that people perform to keep themselves clean and their bodies healthy.

Body image: is the way you feel about your body. Children who have a healthy/positive body image feel good about their bodies.

Stereotype: a fixed idea that many people have about a thing or a group that may often be untrue or only partly true.

Disagree: a failure to agree, or to have a different opinion to somebody else.

Conflict: to be in strong opposition or disagreement; differ.

Resolution: the act of solving or indeed the solution to a problem.

**Respect:** is admiring or looking up to someone because that person has done something extraordinary or possesses impressive abilities. Respect is also an act of giving attention or showing care.

